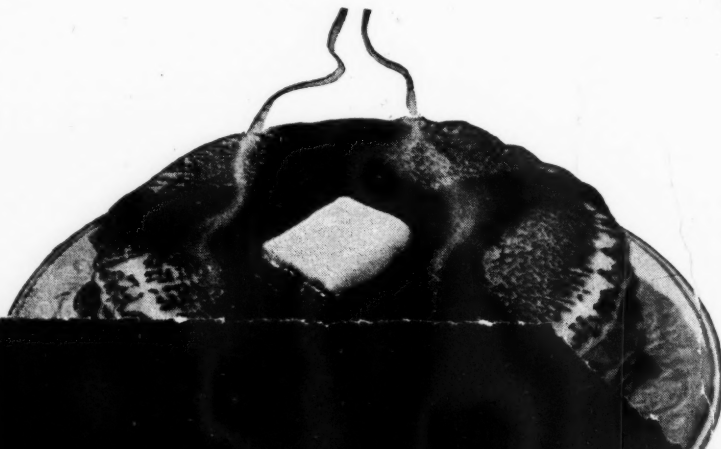


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# OUR AUTHORS

## . . . in this issue



REV. JOHN E. RANSOM, author of our article on helping counselors to grow, both personally and in service to the camp, through use of an evaluation instrument, is Minister of Christian Education at Westminster Presbyterian Church, Portland, Ore., and also director of the Presbytery's camp.

BARBARA ELLEN JOY, who wrote the unique "Old Camping Books Make Profitable Reading," is so well known to ACA'ers as to make biographical treatment here unnecessary. She is a past national president of the Association, and long-time director of the Joy Camps for girls, in northern Wisconsin.

AS EVERY camp director knows, good food is an important part of successful camp operation. PROF. PAUL J. LATZER, Rider College professor of business organization and personnel management, knows whereof he speaks in his "How to Get Along Happily With Your Food Staff," since his article is based on actual in-camp experience as a kitchen and dining room manager.

DOROTHY G. BALDWIN, who offers "A Helpful Solution to a Common Riding Problem," is the director of Pine Log Camp, Luzerne, N. Y. She speaks from experience on the value of standardized riding instruction.

"The Important Role of the Camp Nurse" is the title of an illuminating article written by Elizabeth C. Paine, R.N. Fifteen years of camp nursing, in addition to extensive public-health nursing, qualify Mrs. Payne to write with authority on this subject.

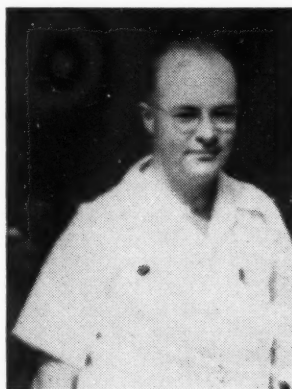
AGNES M. CARLSON, who is currently heading up the Food Questions and Answers Department, lives in Ithaca, N. Y., where she is an assistant professor of institution management, with the New York State College of Home Economics at Cornell University. Her particular specialty is quantity food service and kitchen planning. She is well-known to many ACA people in the East, since she was featured on two recent New York Section annual conferences.

Miss Carlson's associate at the College and in the Camping Magazine Food Column, is Dorothy M. Proud, who is currently enjoying a sabbatical.

"FASTER, FASTER!" is the unusual title of our "After Taps" feature this month. MARY L. NORTHWAY, the author, has been absent from our columns for some time; her return is sure to be welcomed by many readers who have missed her easy style and abundant common sense. Director of Research at the University of Toronto Institute of Child Study, Miss Northway has also been active in camping circles both in Canada and the United States.

AND SCHEDULED for next month: "How to Operate a Camp Bicycle Program" is an interesting picture story. "Preparation Pays Off" is the title of a dramatic article, with a powerful point on camp safety, "21 Ideas on Camp Promotion" is full of the kinds of promotion tips all camp directors find useful at this time of year.

In addition to these three, 11 more fine articles are scheduled for your February Camping Magazine. Plus all the ACA news, and the usual interesting and helpful departments. Don't miss it!



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# CAMPING

## MAGAZINE

January 1952

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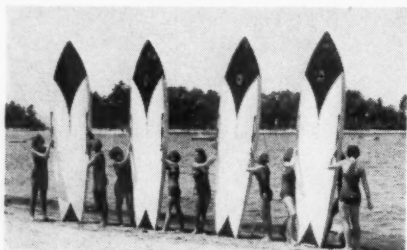
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## LETTERS

### Likes Idea Exchange

Thought your November 1951 issue was excellent. Liked particularly the Kitchen Improvement and Food Questions and Answers pages.

I strongly recommend that the "Idea Exchange" suggested in a letter from Iron Rail Camp be expanded into a monthly feature. Ask her for descriptions of her Indian Peace Festival and Folk Festival. I'll be glad to write up our annual (August) Christmas Party. We also have a "Boys Day" in which the boys run the camp, while the counselors rehearse their lines for the annual Counselor's Minstrel Show.

David S. Keiser  
Camp Lenape  
Philadelphia

*All right, Miss Booth (Iron Rail Camp) send in your descriptions. And you too, Mr. Keiser. Same goes for other camp directors with ideas they'd like to share.—Ed.*

### Good Program Resources

I recently had a letter from a member of the new Gulf States Section of ACA, telling of their fall meeting. The writer told me of a follow-up to a discussion we had, in which I asked the question, "Are you using outdoor people near you who could help give your campers a 'feeling' for the out of doors?"

One director, Howard Allen of Camp Waukaway, in Mississippi, reported something like this:

"He said that as a result of the discussion, he had gone home and gotten Jim, an old mink trapper in the area, to be one of his counselors. While Jim isn't a particularly well educated man, he is the kind who can 'ease through the woods' and knows the habits of all the birds and animals. Jim would take the boys on hikes and make them

(Continued on page 8)

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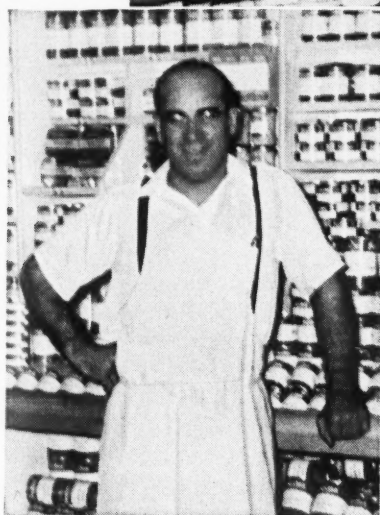
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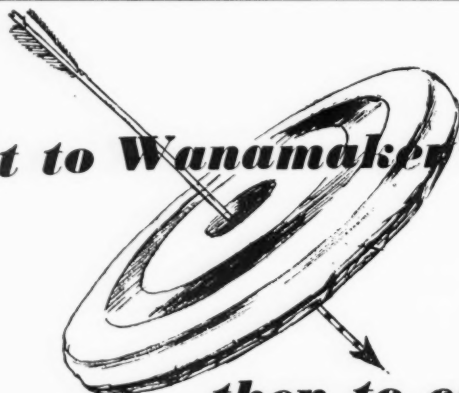
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aware of things in the woods that they had never seen or noticed before. After Jim caught on to what was needed, he was of tremendous importance in the lives of the boys, and the boys 'loved him to death.' "

I thought this might provide a lead for some material for the magazine, and might even start a run of comments on how people use such local talent to promote understanding of the out of doors.

Catherine T. Hammett  
Derrybrook  
South Londonderry, Vt.

*Use of Jim's talents sounds like a wonderful idea! There must be scores of other such people around the country. Send in your own experiences in use of local talent, so we can share them with others.—Ed.*

### Building New Camp

You have been referred to us as one of the best sources for information regarding buildings, types of materials, specifications, etc., for a youth-camp site. We are anticipating building a camp in Nebraska with a capacity of approximately 200 youth.

Would you be so kind as to . . . let us know where we could obtain . . . building plans, or from what source we might obtain prefabricated cabins, if such are suitable for camps in your opinion.

Robert L. Osmunson  
Nebraska Conference, Seventh-day Adventists, Lincoln, Neb.

Data sent.—Ed.

### Camping Fact File

I have read with interest the November issue of CAMPING. As a result, I am interested in obtaining . . . "The Camping Fact File." Who should I contact in order to obtain this?

The pocket-size directory which the Allegheny Section developed last spring would also be nice to have. Who should I contact concerning this?

Jack M. Tyree  
Assoc. State 4-H Club Agent  
Blacksburg, Va.

The "Fact File" was published by ACA, 343 S. Dearborn St., Chicago 4; the Western Pennsylvania camp directory by ACA's Allegheny Section. Harry C. Kneeland, 51 S. Jackson St., Pittsburgh 22, is president.—Ed.

Camping Magazine, January, 1952





A  
GOOD BASIS  
for

# COUNSELOR EVALUATION

By REV. JOHN E. RANSOM

ANY FORM DEVELOPED for measurement and evaluation of growth in any area of activity will be subject to attack. There are so many points of variation among individuals that it becomes an impossibility to standardize through such an instrument. However, the accompanying schedule has proved itself in actual experience and is therefore believed to have value.

Of course, any standard has to be revised or modified to suit the particular type of camp and the personnel of its leadership. Above all, this standard is not to be regarded as a grading system, wherein the director wields an arbitrary hand and chalks up black marks for poor behavior, or stars for compliance with rules. Nor is it a means of intimidation under which the counselor is kept neatly in line. It is hoped that the counselor will not yield to the temptation to excel just for the high rating he may receive. The skilful director can make sure that the motivation lies in the larger prospect of service and personal growth, rather than in the score to be earned.

In using this form at our camp, we have it made up in chart form, with

space for dates and remarks to the right of each item. Each counselor is given the evaluation sheet to study before he is engaged for the season. He is asked to sign an agreement to try to live up to it. This copy is returned to the camp director as part of the contract of employment and it is this copy which the director uses in his scoring. This procedure is followed even in the case of counselors who are being re-employed for a second or third season.

At the opening of camp each counselor is given his own copy of the form and invited to make his own evaluation from week to week. This practice enables him to see his own weak points as they are being observed by the director. He will be better prepared therefore to understand the director's judgment in the scoring that is done.

Effective use of this instrument depends upon the weekly personal conference; one that is informal, frank and unhurried. Let the counselor know that the scoring and comments are held in strict confidence. The director should take care not to indulge in comparisons with other counselors, such as using a certain counselor as an example of strength or weakness. In this conference care should be taken to stress points where genuine effort has

been made, and where unusual progress has been observed. Remember this is an aid to development, not a deportment grade.

As a starting point in the evaluation one may be safe to assume that the counselor in question is a college student or graduate, has enjoyed what is considered a normal upbringing, and is earnestly desirous of becoming a skilful group leader. It is assumed that the experienced camp director will recognize the problems in social adjustment and psychological complexities which are, by their nature, likely to create serious obstacles in a leadership situation. He will simply deny admission to such applicants. He will therefore recognize the wide range of individual differences.

The college freshman for instance will require a different starting point from that of a college senior. And there is to be considered the factor of native endowments, such as the natural knack for working with children of a certain age group. Some people are so gifted as to just "have it"—a striking personality which radiates joy and confidence; an uncanny way of getting on with everybody. They have had from childhood these characteristics and have grown up with them as native equipment. In certain areas of growth they have already reached

the maturity level. For this reason a symbol has been provided to indicate this quality where it exists.

Recognizing the importance of attitudes in the counselor, ample provision is made in this instrument for examination in this respect. Important is the counselor's attitude toward others on the camp staff, his ability to appreciate fully the objectives of the camp, his general outlook upon life, his relation to the camp director, his willingness to do more than is required, and his trustworthiness.

This evaluation schedule is of further value in that it informs the counselor of the expectations of the director, of the counselor's responsibilities,

and the necessity for his demonstrating some progress in his work at camp. It provides a sort of job analysis. It helps prepare wholesome attitudes within the counselor before beginning his work. When he places his signature at the bottom of the form he is not left in doubt about his relationship. A clear cut and friendly relationship is established between counselor and director at the outset.

The problem of the director having to "call to task" the recreant counselor is obviated by the use of this system. When a "checking up" is necessary, it is done very naturally in the weekly conference as a matter of normal procedure. As a matter of fact,

it will be expected by the counselor.

Perhaps the most far-reaching benefit of the evaluation schedule comes in the end-of-season summing up. On the basis of his weekly scoring and personal conferences with the counselor, the director is in a position to skillfully appraise his aptitudes and his points of strength and weakness. He can then suggest a program of training and concentration which will return him the following season a far more skilful and willing leader. The counselor's entire future will have been conditioned by this experience, together with the director's understanding and keen perception of his possibilities.

Note: The camp director will rate the counselor each week, and on this basis indicate a final evaluation at the close of the season. The following symbols will be used.

O—has given no evidence of progress.

X—has made effort with some results.

S—has made normal progress.

#—has made unusual progress

\*—has previously achieved, or holds as native endowment.

N—no opportunity to observe.

Counselor is to be given copy of this schedule at time of employment. Counselor may wish to rate himself as the season progresses.

#### 1. Physical Health

- a) Knows his requirement for sleep and meets it.
- b) Is able to compensate for sleep lost in a way that does not impair his service to the camp.
- c) Is consistent in eating habits.
- d) Is free from frequent upsets (headaches, stomachaches, low energy, etc.)
- e) Energy is at top efficiency most of the time.

#### 2. Emotional Stability

- a) Maintains control at all times.
- b) Unaffected by absence from home.
- c) Keeps even relation with staff.
- d) Able to avoid showing effects of "heart interests" to campers.

#### 3. Spiritual Life

- a) Gives evidence of dedicated religious life in all his relationships.
- b) Is sincere in his convictions.
- c) Reveals a loyalty to high principles in the face of moral issues.
- d) Carefully prepares and effectively leads in worship (i.e., in cabin groups, chapel services, etc.).

#### 4. Adaptability

- a) Adjusts easily to new situation.

- b) Can apply himself to several varying responsibilities.
- c) Recognizes authority of camp director (or others to whom he is responsible), and cooperates well.
- d) Does not let irritating personalities and difficult assignments "get him down."

#### 5. Personality

- a) Is cheerful most of time.
- b) Attempts to understand opposing points of view.
- c) Avoids moodiness and aloofness.
- d) Genuine interest in people.
- e) Attitude toward life positive.
- f) Associates well with all members of staff and avoids concentration upon one or two people.
- g) Is aware of his own shortcomings and tries to correct them.
- h) Is always neat in appearance.

#### 6. Leadership Ability

- a) Makes best use of own ability.
- b) Seeks ways of improving his leadership techniques.
- c) Always makes preparation for leadership responsibility undertaken.
- d) Quick to see leadership need in any given situation.
- e) Willingness to carry his full share of responsibility.
- f) Offers to do more than what is required.
- g) Has genuine interest in campers as individuals.
- h) Shows optimism in trying to accomplish purposes of camp.

#### 7. Reliability

- a) Willing to abide by rules camp has set for counselors.
- b) Genuine interest in his work (not just drawing pay).
- c) Does more than assigned work.
- d) Can be unquestionably trusted when director (or any other one in charge) is not present.
- e) Decisions are usually wise.

# Pre-camp Priming of Staff



A COMPETENT, well-trained staff is necessary to carry out a program not run according to preconceived schedules. Program should be based on continuous planning in which staff members try to take into consideration the needs, desires and interests of individuals in their group associations.

It is a generally accepted fact that those who are in positions of staff leadership, i.e., program director, unit directors and the like, must be persons who have, in addition to a knowledge of camp activities, a real understanding of individual and group behavior. They should have the ability to help those counselors for whom they are responsible to influence that behavior so that positive results might be achieved. It is also recognized that the camp's objectives must be fully understood by all staff members at the time of employment, if results are to be satisfactory.

Careful selection of the staff is of primary importance, but it is equally important that they receive adequate pre-camp training. Such a course might include:

1. Orientation to camp.
2. Statement of objectives.
3. Participation in and learning of activities frequently used at camp.
4. Definite outline of organizational structure, including lines of responsibility and what should be expected by way of supervision.
5. Discussion of normal behavior for age groups, including typical problems experienced by counselors.
6. Discussion of social and economic backgrounds of representative campers, and their relation to camp adjustment.
7. Discussion of role of counselor

affecting individual and group behavior.

8. Discussion of use and writing of records.

9. Participation in setting up schedule and procedures for beginning of camp.

10. Individual conference of each counselor with his staff supervisor.

Just how much each is stressed will depend upon the previous training and experience of the staff members. It is more frequent that counselors have activity skills than they have knowledge of the needs and interests of children. It has been found that the democratic attitudes maintained by camp directors are important tools in teaching the staff to plan democratically with their charges. Staff members who have helped form plans and procedures for their work, and who are assisted in governing their own activities in this manner, are more apt to carry similar methods into their work with their groups.

Each counselor should have some person to whom he can turn for help. In addition, the training given during the pre-camp period should be strengthened throughout the summer by staff meetings and individual supervisory conferences. These should occur regularly and frequently, to give the counselor a sense of security on the job.

They also offer the supervisor an opportunity to observe the counselor's progress.

*Note: This article has been adapted from a portion of "Toward Better Camping," a report of the social work consultant project on camping, Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago 10, Ill.*

## One-Minute Wisdom

### Earlier Registration

The desire to provide camping facilities for as many children as possible with limited available funds [has] led to minute examination of camping business by men and women responsible for agency camping operations.

It was found that the usual practice of late camp registration led to many inefficiencies. Efficient buying and staffing depend on anticipation of basic requirements. Definite buying and staffing commitments were difficult to make at many camps where there was no knowledge until opening day of how many children would be in camp. The action of one group of camps to change a long-standing practice of late registration was quite successful. The shift reflected itself in the early registration trends of the Agency Camping Business Index. The very nature of the agency camps discourages any attempt to match it with private camp registration patterns. Sound business practice does, however, seem to indicate that better, more efficient business practices may be applied by aiming for an earlier registration.

—Federal Reserve Bank  
of Boston

### Quality of Leadership

A visitor to a Day Camp saw the campers making crepe paper flowers. There was much enthusiasm. They had garlands and roses and bouquets of sweet peas. The visitor asked the counselors if there were not some other activity more suited to the lovely woodland. "But the children are interested," was the reply. The children would have been just as interested, if not more so, in the soil, the water, the plants. They would have been just as interested in following a nature trail or making one if advantage had been taken of the opportunities and the appeal of the out-of-doors itself. Again we return to the quality of leadership as the decisive factor in the quality of the program.

—Wilma Alston, Girl Scouts  
Regional Director



# Campers Offer Valuable Program Guidance

EVERY CAMP leader, of course, is concerned with the aims and methods of programming in his camp, as well as with best ways in which to handle matters of discipline. He wants all three to be such as will best meet the needs of his campers. It follows, therefore, that knowledge of what the campers themselves think about their wants and needs is important information to have before forming camp policy. Two meetings for campers only, at a recent New England regional ACA conference, brought out some significant camper ideas in this area. The following data have been prepared from reports of camper recorders at these meetings. Peggy Lowe reported for the girls' meeting, and Robert M. O'Neil for the boys.

## Camping purpose

"What is the purpose of a camp program?" was one of the questions the campers discussed. For the boys, Bob reports: "Most of us were in accord in our feeling that a camp, in the usual sense of the word, should not be a place for work, but rather a place for recreation and enjoyment. This does not imply that a summer at camp should not be a period of accomplishment, but merely that accomplishment or the desire for accomplishment should not be the primary objective of a camp program."

"After consideration of the subject, we concluded that in the case of certain boys in need of help in one particular field, the director should first seek to understand the boy's entire problem and plan an individual program on the basis of this information."

"Most of us felt that the principal long-range purpose of any camp program should be to help boys to become better adjusted to the problems of later life by being taught to live in harmony with other people. In this way we discussed both the material and the spiritual aspects of a camp program."

"The girls' meeting," Peggy writes, "decided that the purposes of a camp program are:

1. Learning to work together, getting along with and cooperating with all types of people;
2. Helping to learn responsibility;
3. Having a program different from straight school routine—an informal flexible program;

4. Acquiring skills which follow natural interests;

5. Learning an appreciation of the out-of-doors;

6. Learning and acquiring poise;

7. Getting a health reserve; and

8. Furthering one's education."

## On choosing activities

Methods of programming the various activities available at most camps was the next subject discussed. The girls felt, states Peggy, that each camp should have "a council made up of campers representing each cabin or

the power in planning the program, not one hand was raised. Nor was anyone in accord with the second proposal; namely, that all such authority should rest with the campers. It was, therefore, the unanimous opinion of all present that camp activities should be chosen largely to suit the preference of the campers, but that the influence of the staff should be present in the form of a 'guiding hand' in the organizing of the program.

"Logically following this subject and yet presenting many different prob-



unit, to help advise the camp director and program director. Program should follow somewhat the campers' likes and dislikes.

"An important point brought out was the idea of sampling day, which is a two or three-day program where the new campers, each with an older camper, go around to the different activities and instructors explain all of the phases of it. In this way new campers as well as old campers, get an idea of program selections and thus are able to make a choice."

"There should also be a certain amount of group activity and selection," the girls felt.

In the boys' meeting, according to Bob, "it was evident there were several divergent opinions on this" question of how camp activities should be chosen. "Although a satisfactory conclusion seemed far distant at the outset of the discussion, we finally arrived at a solution which seemed to satisfy a majority of us campers. The most significant moment occurred in the open vote which was taken on this subject of choosing activities."

"To the first suggestion, that the camp should have all or nearly all of

lems was the topic, 'How many campers participate in the planning of the program in their camps?' Having already voted that campers should be entitled to a voice in the choosing of their activities it remained to be decided in what way they might best use this power of suggestion. The more obvious and more commonly-used camp councils and suggestion boxes were proposed, but both these methods were thought to be somewhat ineffective and not always used to the best advantage, and were therefore rejected. The idea of a town meeting or open forum was most favorably received and was considered to be an approach to the 'ideal' method of camper participation."

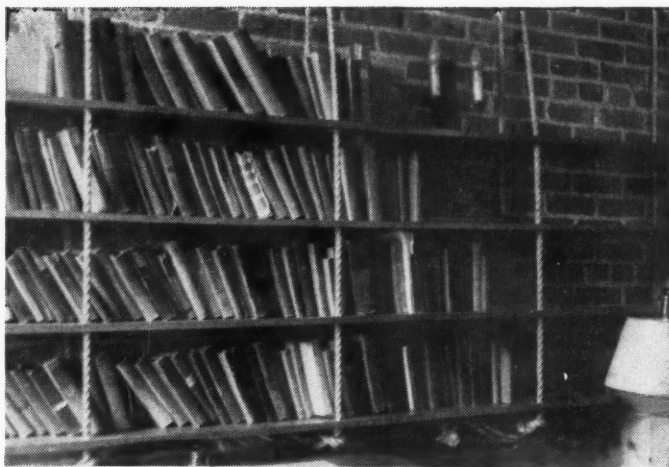
Yet another important topic considered in the girls' meeting was "What can campers do in the way of disciplinary actions of the camp?" As Peggy reports it: "We felt that sometimes young people will more readily follow rules set up by members of the campers' council because they are the same age. We strongly feel that 'self discipline' is best, discipline by equals next, and discipline by elders last."

# OLD CAMPING BOOKS

## MAKE PROFITABLE

## READING

By BARBARA ELLEN JOY



TO THE STUDENTS of organized camping, one of the most fascinating aspects of the subject is to trace the growth of interest in the outdoors through literature. The collecting of old books on the specific subjects of camping techniques is one satisfactory way to pursue the hobby. Another is to search out old books by men who wrote in a philosophical vein on the outdoors as a result of their personal experiences and observations. Another source of such materials was mentioned in *CAMPING MAGAZINE* for May, 1941 as being the accounts and records of the life, travels and observations of explorers, traders, pioneers, trappers, voyageurs and missionaries who came into direct contact with the Indians and who lived roughly and close to nature in their adventurous life in the early days of our country.

An unremitting pursuit of these interests for some 25 years reveals several things. First, there aren't many "new concepts" about the techniques of camping out. New materials and supplies, and new gadgets, have made many aspects of primitive living easier, but the fundamentals are the same. Naturally, the newer books on the subject stress the application of these trail-worn methods to the needs of our children, and that is as it should be. For the rigors of a cross-country trek in 1850 or so are hardly what Susie Swazey, fresh from her comfortable home in Midland, U. S. A. will expect to find when she goes to Camp Tanglewood. On the other hand, city-bred Susie might just possibly think Tanglewood's purlieus as wild and fearsome as Lewis and Clark found some of their camp sites to be. However, such a line of thinking is off the subject!

Second, there do not seem to be nowadays so many thoughtful and often delightful books written about

the art of tramping, caravanning and tripping, and nature observation, such as those written by John Burroughs, Henry Thoreau, Charles Dudley Warner, and W. J. Long. Nor are there so many books of fiction which are based on rugged camping experiences similar to those by Dillon Wallace, S. E. White and Arthur Heming, for instance. One name to add to the first category is that of the late Aldo Leopold of Wisconsin who wrote in beautiful English from his vast store of knowledge about those "things natural, wild and free" which he loved so much. We seem to have gotten very serious about our camping out and, although many of the newer books are full of "how to do" they stress the science and seem to neglect the art. The romance, for instance, of "Two Little Savages" seems to be hard to detect in current literature.

Third, the emphasis in many of the more philosophical books was on the "escape" feature of the outdoor life, "the revolt against the everlasting dress-parade of our civilization," as C. D. Warner put it in 1878 in his book "In The Wilderness." We hear much less about this now, for the outdoor or travel vacation for adults is taken for granted, and organized camping for our children is acknowledged as a part of their educational and developmental regime. Changes in our social structure and ways of living can certainly be traced through literature of the outdoors.

When a person has a hobby of this kind, there is never an end to the possibility of finding a treasure. Large public libraries are a reliable source, also second-hand book stores and local rummage sales. Personal attendance is not necessary at the book stores, as those advertised, for instance, in the book section of the *New York Times* will search for titles. Several issue cata-

logues of "Americana" under which heading old books of this nature rightfully fall.

Some springs ago while browsing in the Evanston (Ill.) Public Library, in between appointments with parents, we came across "The Tramp's Handbook," by John Lane, printed in London in 1903. There was considerable routine information about fires, "road-side cookery," equipment, and a 23-pg. dissertation on the history of tents. Other intriguing chapters were titled, "A Defense of Vagabondage," "Caravans and Carts," and "The Ass as a Comrade." Recipes were given for such exotic dishes as Irish Brown Fadge, Cumberland Singing Hinnie, and Chuppatties. In addition, there was a bibliography of other published books on camping, including fascinating titles, among which was Lord and Baines' "Shifts and Expedients of Camp Life," with many illustrations, published in 1871. The English were evidently working hard at their camping literature at an early date.

The oldest camping book in original edition in the writer's possession is "Adventures in the Wilderness, or Camp-Life in the Adirondacks" by H. H. Murray, published in 1869. This is a "series of descriptive pieces, unencumbered with the ordinary reflections and jottings of a tourist's book, free from the slang of guides, and questionable jokes and 'bear' stories." The author, a minister, was widely known as "Adirondack Murray." It hasn't much "how-to-do" in it, but it's good reading.

Soon after appeared several books with definite advice for good camping practice. These we also have. They are "How to Camp Out" by John M. Gould, 1877; "Camp Cookery, How to Live in Camp" by Miss M. Parloa, 1878; "Practical Hints on Camping" by Howard Henderson, 1882; and

"Camping Out" by Arthur A. Macdonell, 1892.

For years now we have been searching for a first or perhaps second edition of that famous book on camping out, "Woodcraft" by "Nessmuk" whose real name was George Sears. It is to his memory that Horace Kephart dedicated his bible of camping, "Camping and Woodcraft," in 1916. Once in the University of Iowa Rare Editions Library we were allowed to hold a first edition in our hand. And we have visited his grave in Wellsboro, Pa. and seen the famous "limber-go-shifless pocket-axe" which he devised engraved on his stone. Our 14th edition of this work is valued, but the hope never dies that a more precious one may some day be found cast out by an unsuspecting house-wife and given with a sigh of relief to a church rummage sale.

Books on the administrative and organizational side of camping lagged behind those on the strictly camping phase. In 1913 Mr. G. W. Hinckley of the Good Will Farms in Maine wrote "Roughing it with Boys," an account of the camping trips through the state taken by the Good Will boys. The first 13 pages give a history of camping entitled "The Passing of the Camp." About this time Scouting for boys and girls came into the picture, Mr. Seton was promoting group encampments through the Woodcraft League, and organized camping began to receive publicity. I can remember as a youngster reading in a Boston paper about one of the first Girl Scout camps on Cape Cod, and devouring the pictures of the "bloomer girls" at their sports. Gradually as the need for information grew, books and pamphlets sprung up to meet it.

In 1921 Mr. Eugene H. Lehman, then Chairman of the Publications Committee of the National Association of Directors of Girls' Camps, started that famous series of 11 annual "Camps and Camping" published by Spaldings. It is safe to say that no other literary effort has had the impact on camping philosophy and practice which these 11 booklets had. Doctors, educators and distinguished camp directors wrote freely and unselfishly of their concepts of the theory and practice of organized camping.

One is amazed at re-examining the set at the variety of subjects treated, the forward-looking ideas, the sensible treatment of human relationships within the total camp group, the emphasis

on training, the importance of teaching skills, the assistance in program building, and the philosophy of the highest ideals in camping which pervade every copy. The ideas and the outlook are fresh as a daisy. The terminology is plain and simple, not confounded as is so much of that in our current books. The authors, with a wide range of general knowledge and of camping experience, go right to the heart of the matter in hand, the establishing in print of the best practices in the fast-growing field of organized camping.

One is struck by the calibre of intellect and background of the men and women who were then devoting their

lives to this new movement whose importance they realized, and of the great expansion of which they were well aware. Of the many in this category we will mention only those who have passed on, Miss Laura Mattoon, Dr. J. Wilford Allen, Mrs. Luther Gulick, Mr. H. W. Gibson, Mr. and Mrs. Charles Farnsworth. Every student and practitioner of camping should try to get hold of as many of these booklets as possible and read them carefully. Consideration of their contents will inspire us anew. They present us with the challenge to carry on this great organized camping movement on the high plane on which these people started it.

## FOOD Questions and Answers

*A Department Conducted by Dorothy M. Proud and Agnes Carlson, Department of Institution Management, N. Y. State College Of Home Economics at Cornell University.*

### Keeping track of cost Of camp recipes

*Last summer I took time to figure the cost of some of the recipes we use most often. This helped in planning menus and watching my food costs, but it took a lot of time. I hope that I won't have to figure them all next year.*

*I now have a list of the foods and the cost for a serving. How will I know which of these are accurate enough to use next season and which ones need to be done again?—P.L.C.*

If you haven't kept figures showing the costs per pound of meats, per can of fruits and vegetables, etc., that you used in pricing the recipes, it will be impossible to tell at a glance which

ones need to be figured again. I would suggest keeping the recipes you price on a 5x8 inch card such as the one shown.

This card lists the price of each food in the unit in which that food is purchased. It would be easy to tell if the cost of any foods changed enough to make it necessary to reprice the recipe. It also gives the size of the serving, number of servings, total cost of recipe, and cost per serving.

I agree with you when you say it takes time to price the recipes. However, it will be time well spent if you can eventually build up a complete file of the recipes you use. You can start with the ones you use most often, and add to the file each year as time permits.

Meat and Vegetable Stew		May 1951		May 1952			
Ingredients	Amount	Unit cost	Total cost	Unit cost	Total cost	Unit cost	Total cost
Beef, cubed	15 pounds	.69/#	\$10.35				
Onions	1/4 pound	.045/#	.01				
Carrots	4 pounds	.067/#	.27				
Potatoes	3 pounds	.024/#	.07				
Celery	1 bunch	.18/bu.	.18				
Flour	5/8 pound	.08/#	.05				
Salt	1/6 pound	.012/#	-				
Pepper	1/2 teaspoon	-	-				
Peas, frozen	2 1/2 pounds	.22/#	.55				
Size of serving: 3/4 cup		Total cost					
Number of servings: 50		Serving cost					



By

ELIZABETH C. PAYNE, R.N.



Paul Parker, New York

## **The Important Role of**

# **The Camp Nurse**

IT IS IMPORTANT for every camp nurse to know that she is not at camp just to swab a cut, bandage a finger, or give an enema. Even if her first-aid duties are so heavy that she has time for nothing else, she should know that her job is *threefold*.

First, she is the director of the health office. This, most camp nurses are aware of, and do well.

Second, she is sanitary health officer. She should know whether the swimming pool water and the drinking water have been tested and approved—something usually required by the state board of health. She should know how many beds may properly be put into a cabin; that is, how many square feet ought to be allotted to each bed, both in the health office and in the cabins. She should know how often, and with what solution, the washrooms are cleaned, and whether the garbage cans are kept properly covered. She should be aware of conditions in the kitchen, inasmuch as they affect the health of the camp.

Third, she is the health educator. In this capacity she has the right and the obligation to make clear to the campers, as well as the staff, the need for enough sleep and rest, and other information about health matters. In

teaching and carrying on an adequate health program, the nurse will need the co-operation of all members of the staff.

Where there is more camp sanitation and health work done, there is apt to be less infirmity work. The nurse should keep regular office hours, hours known to the camp; when absent from the infirmary, she should leave a notice on the bulletin board of the health hut telling where she may be found. This does keep her "on call," but upset stomachs and accidents do not wait on office hours.

Where there is a heavy infirmity load of campers confined to bed, the nurse should not tie herself down to twenty-four-hour duty. Most organization camps provide a nurse's helper who can relieve the nurse in need of sleep and rest. Furthermore, it is vital that the infirmary be looked upon as a place where the sick are cared for only temporarily. That is, patients with the mumps, the measles, or other illnesses which confine them for relatively long periods should either be sent home or be taken care of by special nurses. It definitely is not the obligation of the camp nurse to run a summer hospital. In emergencies help may be drawn from among the staff; thus during wet

weather the water front personnel may be available for relief periods. The camp staff is usually eager to help.

The new camp nurse will gain a great deal of confidence and knowledge if she can take the time to read the daily record books and the annual reports of the nurse for previous summers. Here she will see what are the common accident and plant rashes peculiar to that camp, and will learn what medications and treatments have been used.

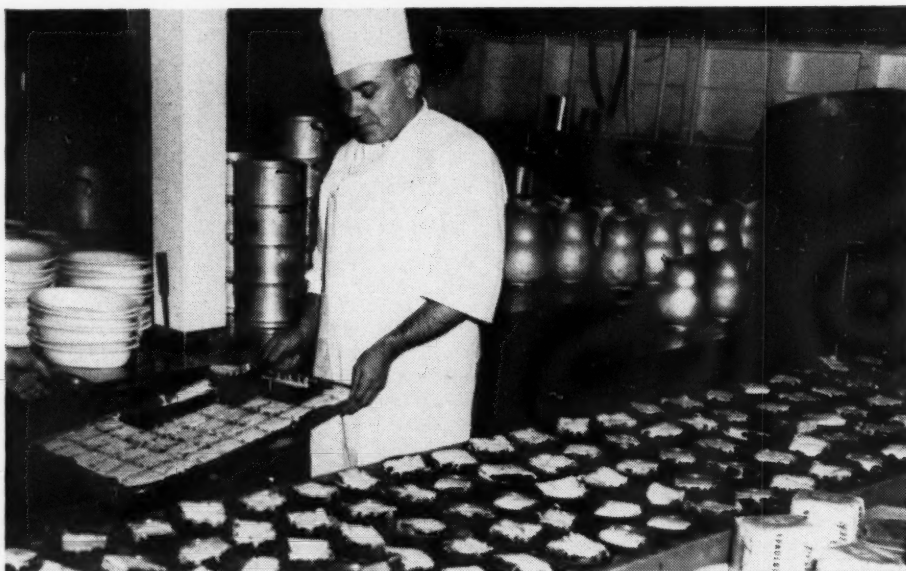
### **Recommendations**

No nurse should do camp nursing in place of taking a vacation. Several years ago I was asked to fill in the last ten days of a camp season because the nurse had "nearly collapsed." She had come directly from a school nursing position and was to return from camp directly to the school job again. Such practice is not fair to the nurse, the camp, nor the school. Where the nurse can depend upon a rest before camp and another rest after camp, she may safely try both jobs.

It has been my impression that the older nurse who has flexible living habits—that is, one not addicted to institutional life—will make the better camp nurse. The best one I have known was 65 years old; she had been doing that sort of work for fifteen years. The very young nurse just out of school should be ruled out, for camp nursing requires maturity and experience.

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*From an article which appeared in  
The American Journal of Nursing.*



# How to Get Along Happily with your Food Staff

By PROF. PAUL J. LATZER

**W**HAT CAN BE DONE to place the relationship of the director to his kitchen staff on a stable, efficient, and pleasant basis? Without doubt many directors feel that their kitchen problem is their worst. All too common is the "temperamental chef" threatening to leave at any moment, the distracted steward trying to keep the mess routine going, the harassed director desperately looking for replacements for kitchen help who do not come back after days off.

On returning after this summer's duties as kitchen and dining room supervisor at a typical large New England camp, I investigated the relationships established between manager, steward, and chef in several well-managed city institutions. In both hotels and boarding schools, I found two basic patterns of operation: in one of these the managing steward is entirely responsible for all kitchen activities. He hires and fires all kitchen help; he plans menus, orders all necessary foods and supplies, supervises waiters, busboys and porters. The chef therefore looks to him for instructions, ordinarily having no contact with the management.

In the other type of organization, the steward neither hires nor fires. He plans menus and has charge of the

storeroom; he supervises dining-room service and cleanliness, but issues no orders to the chef. He and the chef frequently consult each other, but both report on an equal level to the manager.

Now, it is customary to employ one of these two organizational procedures; hybrids rarely work. Experience indicates that often the dining-room supervisor who does not hire and fire cannot effectively issue orders to the chef. And as a rule the situation in the camping field is such that the director does the hiring, and prefers to do the firing, so that the chef inevitably looks to him, not to the steward, for orders.

If it is desired, however, that the mess supervisor take entire charge, it is vital that the proper relationships be established without delay. All three must meet the first day, so that the director may outline the duties and responsibilities of all concerned, including his own. The circumstances under which the chef must take orders from the steward must be explicitly stated, leaving no room for doubt. The relationships established at this time will largely determine the smoothness and pleasantness of operations during the summer.

However, the consensus of opinion

among experienced stewards is that the better plan for most summer camps is the one in use in the second type of institution, in which steward and chef both report to the director, merely consulting each other informally in connection with the menu and supplies required. Under this plan, the chef is held accountable to the director for kitchen sanitation, prompt preparation of meals, and control of kitchen help. The steward is responsible for supervision of waiters, busboys, porters or yardmen, for mess hall cleanliness inside and out, for food ordering and the storeroom. Also, he is often required to submit menus for the director's approval.

But even if this plan is adopted, it would still be well for the director to have a joint meeting at the first opportunity to establish routines, and outline his own position in the mess team. I have left this vital topic for the last, because without the proper participation of the director-captain, the team simply cannot operate satisfactorily. Accordingly, I append a list of DOs and DON'Ts to outline the director's responsibilities. If observed, I am confident that the director will find his cooks far less temperamental, his steward less worried, and he himself with greater peace of mind.

# Practical Hints for Kitchen Contentment

## Do's

Provide adequate, reasonably modern kitchen equipment in good working condition.

Make every effort to hire sober, competent kitchen help at current rates of pay.

Provide a sufficient number of waiters and busboys. "Camper Waiters" induced to come to camp without frank explanation of their duties are often serious causes of trouble.

Arrange for well-planned menus. Menus arranged without full understanding of limitations of cooking and refrigeration facilities cause disgruntled cooks.

Provide good laundry service. Under camp conditions, fresh whites should be provided daily.

Provide transportation for kitchen help on days off. You are not running a prison camp, and they must have reasonable access to public transportation.

Provide decent living quarters. Comfortable rooms mean satisfied help.

Plan a good layout in the kitchen; bad layouts cause fatigue. Lack of storeroom or bakery space causes friction.

Insist on prompt return of mess equipment borrowed for socials, cookouts or hikes.

Inform the steward accurately and in advance of plans for out-of-meal

Hughes Photo, Chicago



time feedings such as socials, or parents' meals on visiting days.

Have the kitchen clean and in repair before arrival of cooks. They are readily discouraged by cobwebbed kitchens and rusty equipment.

Give orders through proper channels—the steward or chef.

## Dont's

Require frequent and sudden changes of menu.

Make unusual requests of the staff for extra duties at evening affairs, hikes, picnic or cookouts.

Permit frequent requests for special non-menu foods. You are not running a restaurant.

Permit storage of "private foods" around mess hall or in refrigerator.

Tolerate irregular meal hours, habitual delays in arrival of campers, early diners or stragglers.

Insist on unreasonable table arrangements. Seating campers by "bunks" when these differ considerably in size, makes food portioning difficult, and results in shortages and waste.

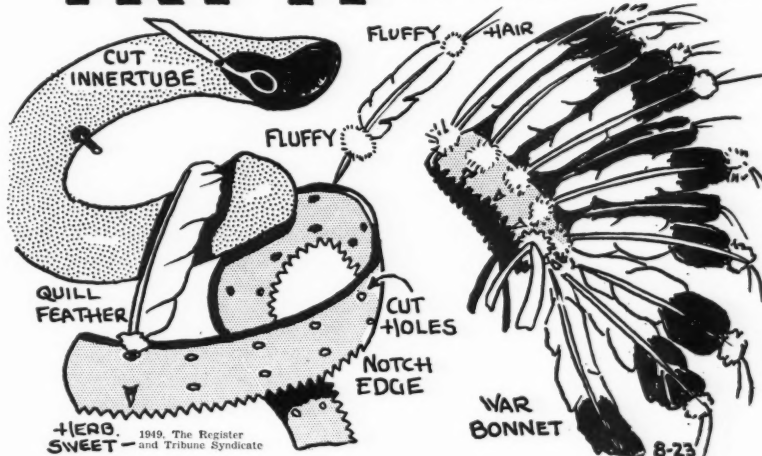
Dressing in an Indian costume with moccasined feet and a beautiful feathered war bonnet gives the wearer a real thrill. For shows, pageants, or just playing Indian, the beauty of the red-skin dress is spectacular.

To make Indian war bonnets for such occasions, first see if your local feather dealer can supply you with 2 sets of 15 to 25 matching turkey or goose feathers. (Sometimes a local poultryman can pluck some dry feathers for you.) Glue or tie with thread some little fluff feathers at the top and bottom of each quill feather and glue a bit of horse hair or thread at the tip of each quill.

Cut a 2½ x 30 inch band from an old innertube and notch the edges. Cut or punch pairs of holes every two inches. Then slip the feathers in position in these holes. With a narrow strip of rubber, tie the band to fit the campers head, letting any extra trail down his back.

One of a series prepared by Herb Sweet, ACA vice-president and operator of Acorn Farm Camp.

## TRY IT AN INDIAN BONNET WITH INNERTUBE BAND



FIGHT  
INFANTILE  
PARALYSIS

GIVE *Voluntarily* TO  
**MARCH OF DIMES**  
JANUARY 2-31



## The World's Largest Hotel Takes a Great New Name!



## Four Major Announcements Made on '52 ACA National Convention

FOUR major announcements, of importance to all camping people were recently made by the 1952 National ACA Convention Committee.

First of all, the Stevens Hotel—largest hostelry in the world—where the convention will be held April 16 through 19, 1952, has adopted a new name. It is now officially known as The Conrad Hilton. The change was made, hotel executives said, "as a tribute to the inspiration, vision, and leadership of Conrad Hilton, president of the Hilton Hotels Corp."

The convention committee's second announcement is that Dr. Arthur A. Schuck, chief scout executive of the Boy Scouts of America, has agreed to deliver one of the major addresses at the convention. Dr. Schuck has had a

distinguished career in youth work, covering more than 39 years. Culminating this career was his unanimous appointment, in 1948, as the highest national administrative officer in the Boy Scout movement.

The committee has also secured an acceptance as one of the convention's featured speakers from Dr. Eduard C. Lindeman. Widely known in the field of social work, and until his retirement last year a professor of social philosophy at the New York School of Social Work at Columbia University, Dr. Lindeman is well and favorably known by many ACA'ers as a result of his long interest in camping. He has been visiting professor at many universities here and abroad.

Dr. Lindeman has served as presi-

dent of the National Child Labor Committee, is a member of the National Committee on the White House Conference on Children and Youth, a trustee of the American Civil Liberties Union. At this writing, he has also been nominated for the 1952 presidency of the National Conference of Social Work.

Lastly, the convention committee has secured the services of George Campbell as conference song leader. Any who heard and enjoyed singing with Mr. Campbell at the 1950 St. Louis National Convention, will surely agree with publicity announcements which have described him as "The Nation's Top Song Leader."

Suggestion: Make your Convention Reservation Now!



*Arthur A. Schuck*



*Eduard C. Lindeman*



*George Campbell*

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These rugged machines have many characteristics designed especially for camp operation. Here are some of their main features:

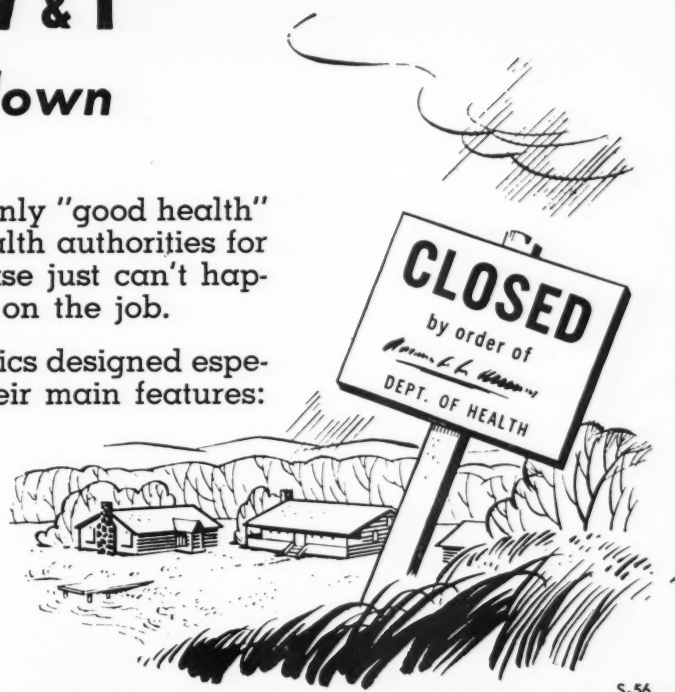
**Easy operation** — Switch on the power and the Hypochlorinator starts operating.

**Compact** — The Hypochlorinator and solution crock need only four square feet of floor space.

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**Dependable** — You can count on Wallace & Tiernan Hypochlorinators because they are the product of 36 years' experience in all phases of water purification and are backed by a nationwide service organization.

See your nearest W & T Representative now to learn how your camp can obtain these and other advantages from chlorination.



S-56

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**Because we make sure your camper knows what to wear.** We'll print complete lists of your camp's official requirements for distribution to campers (this list is available to you free of charge).

**Because we've been "camping" for over 30 years.** We know how to give the camper's mother the benefits of easy-shopping, expert service and competent advice on her child's outfitting problem.

Write or phone Bill Adams, Camp Director, Macy's, Herald Square,  
New York 1, New York. LAckawanna 4-6000, extension 2470.

**MACY'S** New York, N. Y. **L. BAMBERGER & CO.** Newark, N. J.

# a basic CAMP MAINTENANCE calendar

**P**ROPER MAINTENANCE of all camp equipment, buildings, and other property is important at any time. At times like the present, when the defense effort is using vast quantities of materials, manufacturing facilities and manpower, it is increasingly vital that camp directors make certain everything they own is kept in the best condition all the time. Some types of new equipment are becoming difficult to find on the market; delivery schedules in many cases indicate several months lag between order placement and actual receipt of the item.

In addition, today's prices alone should be sufficient justification for camp people to take a second look at



their maintenance plans and methods, to be sure they are getting the best and longest service out of every item used in operation of their camp.

The following material, originally compiled as a partial guide for the caretaker at Camp Rockwood, national Girl Scout camp, can well be adapted for use in other camps. The checklist is not complete, particularly as it does not cover items of program and automotive equipment, swimming pools, power boats, and various items of kitchen equipment. (*An article on marine-motor maintenance appeared in CAMPING MAGAZINE, November, 1951; and an article on maintenance of kitchen-equipment was included in the May, 1951, issue.—Ed.*)

This list can well serve as a basic framework, to which you can add other items of specific interest to your camp. If you don't already have a maintenance calendar, start now to compile one for your camp. Having a definite program of work for your

camp caretaker makes it surer that things will get done when they should get done.

## JANUARY

### First Week

**ELECTRIC:** Oil all fans and motors.

**PLUMBING:** Check all plumbing fixtures, such as toilet seats and bowls, for tightness. Tighten all nuts and brackets.

### Second Week

**HARDWARE:** Check all locks and latches, secure loose knobs. Spray squeaky hinges with graphite.

### Third Week

**TENTS:** Continue making repairs to tents and other outdoor equipment.

### Fourth Week

**HOT WATER:** Inspect hot water storage tanks and pipe. If water shows rust color, drain storage tank and test—it probably needs replacement.

## FEBRUARY

### First Week

**WATERFRONT EQUIPMENT:** Paint boats and refinish canoes in shop. Repair oars, paddles, and floating equipment.

### Second Week

**REPAIRS:** Indoor shop work: Make new summer equipment or repair old.

### Third Week

Continue above.

### Fourth Week

**SCREENS:** Paint and repair screens.

## MARCH

### First Week

**INSECT PROTECTION:** Look over screening in louver vents. Eliminate termite mud columns as they appear. Set traps for mice and take steps to eradicate other pests.

### Second Week

**ROAD MAINTENANCE:** Check road for holes and washouts. Resurface where necessary.

### Third Week

**WATER SYSTEM:** Check entire water system, making repairs where necessary. Oil pump monthly.

### Fourth Week

**SCREENS AND STORM SASH:** Take down storm sash and hang screens. Stack sash vertically on dry floors or on designated racks.

## APRIL

### First Week

**SEWAGE SYSTEM:** Clean grease traps

and check all sewer lines and drains. Arrange to have septic tank cleaned every two years.

### Second Week

**TENTS:** Erect tents and ready units for summer use.

### Third Week

**FOUNDATIONS:** Check foundations for cracks and leaks into cellar. See that wooden sills are sound. If the cellar is damp or wet after rain at this time of the year, it is probably due to leaks rather than condensation. Look for clogged tile drains and areaways. Check condition of all cellar steps.

### Fourth Week

**ROOFING:** Clean gutters and check roofs.

**SWIM AREA:** Clean winter debris, such as fallen branches from beach and swimming area. Put in place swim and boat docks.

## MAY

### First Week

**HEATING:** Remove smoke pipes from heater and boiler, clean and paint. Clean and service heaters and chimney.

### Second Week

**EXTERIOR MASONRY:** Inspect all brick and stone walls for loose mortar or loose stucco and make necessary repairs.

### Third Week

**EXTERIOR WOODWORK:** Look for cracks in woodwork, rotten pieces, broken steps, open joints, or loose pieces. Make necessary repairs.

### Fourth Week

**GLASS:** Check all window glass, replace broken glass and repair damaged putty.

**DISHES AND TABLEWARE:** Wash dishes and ready kitchen equipment for use. Discard cracked and chipped china and glassware. Fill condiment containers.

## JUNE

### First Week

**PAINTING:** Paint tin roofing, sheet metal work, gutters, and all steel work. Paint woodwork every five or six years.

### Second Week

**PAINTING:** Finish outside painting.

### Third week

**NOISES:** Eliminate nuisance noises. If water pipes bang, a water-hammer



silencer will need to be installed. Repair noisy toilet tanks. Renew washers on leaky faucets. If pump is noisy, it is in need of immediate attention.

**REFRIGERATORS:** Wash and scald refrigerator interiors. Oil and service compressors.

#### *Fourth Week*

**CAULKING:** Inspect joints between wood trim and masonry at doors and windows and see that caulking is in good condition. Replace where necessary.

### **JULY**

#### *First Week*

**GARDENS:** Cut brush. Begin campaign of spraying and removing poison ivy.

#### *Second Week*

**PAINTING AND PAPERING:** Check needs for interior painting and papering, if any. Repaint every six to ten years, or oftener in rooms given heavy use.

#### *Third Week*

**FLOORING:** Check floors. This is a good time of the year to lay new linoleum, rubber, or asphalt tile.

#### *Fourth Week*

**PIPES:** Check entire pipe system. Where there is extensive dripping, due to condensation, cover with insulation to eliminate.

### **AUGUST**

#### *First Week*

**HEATING:** Check on oil or other fuel contract for caretaker's house or other heated buildings. See that heater inspection is made. Test the plant completely and renew parts as required every four or five years. Get in oil now and begin also to get in firewood. Replace smoke pipes and see that all parts of heaters are air tight. Check radiator valves and replace defective ones.

#### *Second Week*

**STORM SASH:** Repair and repaint storm sash.

#### *Third Week*

**PLUMBING:** Clean wastes and drains.

#### *Fourth Week*

**TOOLS:** Get out and repair any special winter tools and equipment.

### **SEPTEMBER**

#### *First Week*

**PLUMBING:** Make minor plumbing repairs. Drain outside water lines before frost. Store hose and garden equipment inside. Make sure pump and winter water lines are protected from frost. Clean pump house or pit.



#### *Second Week*

**POWER LINES AND FENCES:** Check and repair telephones and electric power lines, also fences, gates, and boundary markers.

#### *Third Week*

**ROAD:** Regrade and repair road where necessary.

#### *Fourth Week*

**REFRIGERATORS AND RANGES:** Check all refrigerators and ranges and make necessary repairs.

**SWIMMING AREA:** Clean above and underwater swimming areas. Remove from water all equipment to be stored on shore in winter.

### **OCTOBER**

#### *First Week*

**ELECTRIC:** Check over all outside electric lines, note where repairs need to be made and remove interfering branches.

**DRAINAGE:** Check exterior drains and catch basins. Clear all leaves and rubbish from roof gutters. Examine connection of leaders from roof gutters to ground drains.

#### *Second Week*

**ROOFING AND SHEET METAL:** Look over roof for breaks in metal flashings, broken or loose shingles. Paint galvanized sheet metal and canvas covering.

#### *EXTERIOR DOORS, STEPS, PORCHES:*

Check caulking around door frames. Replace sills as needed. Check steps and porches for defective masonry, loose handrails, and need for repainting.

#### *Third Week*

**GARDENS:** Clean garden areas of dead plants and prepare for winter.

**ROADS:** Make minor road repairs, patching holes and cleaning ditches and culverts.

**TENTS:** When thoroughly dried, take

down tents, setting aside those needing repair. Install in ratproof closets in lodges. Set up cots and mattresses in cabins for winter use.

#### *Fourth Week*

**PLUMBING:** Clean kitchen drains and traps. Fill with anti-freeze all traps left closed and out of use. Grease rustable kitchen equipment to be stored for winter. Oil refrigerating apparatus. Scrub refrigerator interiors, dry thoroughly, and leave doors open.

**SHUTTERS:** Close shutters and lock buildings that will not be required for winter camping.

### **NOVEMBER**

#### *First Week*

**SLEDS AND SKIS:** Get out of storage and make ready for use all winter play equipment such as skis and sleds.

**HEATING:** Keep oil tanks at least one-quarter full at all times. Service oil burners and water heaters.

#### *Second Week*

**WINDOWS AND DOORS:** Check all windows and doors for broken glass, defective catches, putty, and broken sash cords.

**SNOW REMOVAL:** Make ready snow removal equipment.

#### *Third Week*

**STORM SASH AND SCREENS:** Remove screens and store (in designated place), and install the storm sash and storm doors.

#### *Fourth Week*

**DRAFTS:** To eliminate cold drafts and save fuel, weatherstrip doors and windows of winter cabins where necessary.

### **DECEMBER**

#### *First Week*

**FIREWOOD:** Cut designated trees and provide firewood for all buildings as needed.

#### *Second Week*

**ELECTRIC:** Check all portable electric fixture wire. Look over lamps and appliances and discard frayed wires. Check all fire extinguishers.

#### *Third Week*

**CHIMNEY:** Check all flues for dirt and soot. Open clean-out doors and remove soot accumulations. Clean ash pits under fireplaces. Check fireplaces for loose mortar, cracked bricks.

#### *Fourth Week*

**TENTS:** Begin work of patching and making other tent repairs.

**VENTS:** Check vents in all buildings to see that they are clean and open.



## Eager Prospects!

...are what you'll find in the **This Week Camp Directory** of the New York Herald Tribune!...some two-thirds of a million middle and upper-bracket families who know the advantages of camp and have the means to send their children to the finest. They've relied on **This Week Camp Directory** for years to point out the best camps. And they're easy to talk to...resultful, too! All you have to do is put the **This Week Camp Directory** right at the top of your advertising list! Get all the details...right now!...by writing or wiring!



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# NEW IDEAS for your camp

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Use the handy coupon below to obtain additional **FREE** information

A **food serving chart** prepared in convenient booklet form by Monarch Foods is an excellent guide and budget saver. Of equal interest is its short-cut method for figuring food-cost percentages. As it was compiled for large scale feedings this pamphlet is ideal for camp directors. (1-1)

A **dust laying agent** developed by Gulf Oil Corp. is described in new literature now available. Dust is anchored down by this light colored, pleasant smelling petroleum-base liquid. Described as highly resistant to evaporation and moisture, it is said usually to need but one application yearly. (1-2)

**New insecticide** known as Dianol, is said to be easily mixed with any type of paint and to kill insects within 15 minutes to a few hours after contact. It is described as odorless and non-toxic to humans and household pets. Color and other characteristics of paint are not altered and it is said to remain suspended and active for four years. For full information, use coupons below. (1-3)

A **guide to laundry savings** is the subject of a booklet which describes commercial type laundry equipment tailored to fit camp needs. Installation and operation are said to be simple, and the Wiegand Laundry Machinery Co. cites figures to substantiate their

claim to economy, explaining several ways in which savings are effected. (1-4)

**Peeling of root vegetables** is said to be greatly facilitated by a new portable machine produced by Universal Industries of Somerville, Mass. Designed originally for the armed forces, it is of stainless steel. Floor models are now available in two sizes, one having a capacity of 40 lbs., the other 60 lbs. Waste is kept at a minimum and vitamins preserved, with peeling controlled by an automatic timer. A full load requires but slightly over one minute for the entire operation. (1-5)

**Crisper Ritz** crackers, wrapped in individual glassine packets especially designed for large users such as camps, are now offered by National Biscuit Co. Advantages cited are complete sanitation and virtual elimination of waste in the form of stale or broken crackers. A special booklet, "Around the Clock with Nabisco" can be obtained from the manufacturers. (1-6)

A **new electric potato peeler** has been announced by Service Appliance Corp. A table model, it can be used anywhere in the kitchen as it operates without water. The peeling pot has a clear plastic window. A unique feature claimed is that potatoes are thrown on the peeling disc all at one time. It is said to take only 20 seconds per load. (1-7)

Fill out completely one space below for each item wanted. Then paste all coupons on a single penny postcard and mail to **Camping Magazine**, 705 Park Ave., Plainfield, N. J.

Print in box the number describing one item wanted. ☐

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CAMPING MAGAZINE  
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Camping Magazine, January, 1952

# ACA NEWS

## National Executive Group Sets Places for '53, '54 ACA Conventions

Locations for the 1954 National Convention of ACA, and the several 1953 Regional Conventions, were decided by the National Executive Committee, along with other ACA business, when the group met October 9, 1951, at Williams Bay, Wisc. The committee voted unanimously to award the 1954 national convention to the New York Section.

This will be the first time in nearly a decade that the convention has been in the East, and an even longer period since it has been held in New York City. The fact that New York City is easy of access to so large a proportion of ACA's membership, plus the long planning period made possible to the large New York Section by early selection of the place, is expected to result in what may be the largest national convention of camping people ever held anywhere.

Of the regional conventions for 1953, locations for four were set by the committee, which stated that the places for the others will be awarded at the 1952 convention in April. Regional locations so far announced are: Region I (New England)—Boston; Region II—Philadelphia; Region IV (Southeast)—Atlanta; and Region VII (Pacific) Asilomar, Calif.

During the last five to ten years, more camping people have been attending conferences and conventions of the ACA than ever before. There has been increasing realization that modern camping has so many facets that the only way to keep reasonably up to date on best program techniques and operating methods is by regular and periodic get-togethers for exchanging ideas with others.

In other actions, the committee set the dates for the 1952 American Camp Week (for details see other story in this issue); heard a progress report on the status of the Lilly study being made by ACA to obtain basic statistical information on camping in America; adopted a tentative budget for 1952 ACA operations (same to be re-examined at the national convention in April); and received reports and suggestions from chairmen of various national ACA committees.

## Spiritual Emphasis Activity Noted

A very active ACA Committee on Spiritual Emphasis in Camping is now working on the national level, according to a recent report from Assistant ACA Director Robert McBride. Aim of the program is to provide means for bringing each related group into ACA so that the programs of all may be enriched. In addition, it is planned to make available to ACA Sections leadership for programs on developing emphasis on the spiritual values of camping.

The committee, Mr. McBride reports, is composed of outstanding national leaders of three faiths, together with interested active camping people.

A recent development in this field is the establishment of the National Catholic Camping Association, with headquarters in Washington, D.C. National director of the group is Monsignor Joseph E. Schieder, and its president is Monsignor James E. Dolan, of San Francisco.

The Association reports there are now about 40 Catholic camps. Its stated aim will be to assist in development of adequate standards in these camps and aid in establishment of additional new camps.

## Magazine Labels Show Expiration Date

LOOK AT THE LABEL on this issue of Camping Magazine. If it contains the letters DEC, JAN, or FEB, your ACA membership is due for renewal now! Please renew at once, through your local Section or National Headquarters. Don't miss any of the fine 1952 issues of Camping Magazine.

## American Camp Week 1952 Dates Set

The 1952 version of American Camp Week, sponsored annually by ACA and its Sections throughout the country, will take place during the week of April 13-19, it was recently announced by ACA national headquarters.

Headquarters pointed out that information and suggestions for making this year's "Week" even bigger and better than last year will be available to all who wish them. At the same time, it was noted that in the final analysis the real job of making our communities aware of the importance of camping, and of interpreting camping to the public, is a job for every member all the time, working in his own local area.

## Form Used in Camping Survey

The form is a survey template for ACA camps. It includes a header section for camp identification and a main grid for data entry. The header section contains fields for Camp Name, Summer Address, Winter Address, Camp Director, and Camp Code. The main grid is organized into columns for various categories: Type of Camp, Day, Resident, Emphasis, Aquatics, Arts and Crafts, Sports and Games, Woodcraft, Naturelore, Campcraft and Tripping, Riding, and Other. Each category has a corresponding row for data entry. The form is designed to be filled out by camp leaders and submitted to the ACA for statistical analysis.

The illustration above shows, in somewhat reduced size, the official survey form which has been designed for obtaining and tabulating statistical data on U.S. camps, in furtherance of ACA's activities in developing a comprehensive statistical picture of the present status of camping in America.





Practical, field-trip sessions were a part of the ACA Conservation Workshop held last October, as the photograph at left shows. Reynold Carlson, conservationist and former ACA national president, is leading the discussion in this photograph taken by ACA'er Charles Mohr of the Audubon Camp, Greenwich, Conn. Rapt attention shows listeners interest.

## Chicago and Suburban parents rely on Field's

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### Court, School Recognize Camping Values

In New Jersey, last August, a city magistrate "sentenced" four six to nine year old boys accused of vandalism to spend one month in summer camp.

And a month later, in the same state, a private boys school in advertising for pupils urged parents to "continue the values of your boy's summer camp experience through the winter months."

### Membership Categories Attention Urged

The annual renewal of membership in ACA is a subject for attention at this time by many members, whose memberships are on a calendar-year basis. In this connection, National Membership Chairman Kenneth Flanagan has urged each individual member to scrutinize his renewal carefully and make sure he sends in sufficient dues to place his membership in the proper category.

The basic type of ACA membership, it was pointed out, is the Camp Membership, and each camp owner or director is urged to make sure that first of all his camp has a membership. Additional memberships for others connected with the camp are available and desirable, in either executive, individual or student classification. But it is hoped the basic Camp Membership will be entered first, since it is only through membership revenues that ACA can continue to expand its services to members.

Camp membership dues range from \$10 to \$25 per year, depending on the size and income of the camp. Contributing memberships are available at \$100 dues, and Sustaining memberships at \$50 dues. Executive membership dues are \$10, Individual dues \$5, and Student membership costs \$3 per year. Subscription to CAMPING MAGAZINE, lower registration fees at most conferences, and other benefits are included in every membership.

Camping Magazine, January, 1952

## Dates Ahead!

FEBRUARY 1-2, New York Section of ACA, annual conference for private and organization camps, Museum of Natural History, New York City.

FEBRUARY 8-9, New England Section of ACA, annual conference, Statler Hotel, Boston.

FEBRUARY 13-16, Association of Private Camps (a New York group not affiliated with ACA) annual convention, New Yorker Hotel, New York City.

MARCH 13-15, Univ. of Mass., 16th Annual Recreation Conference, Amherst, Mass.

MARCH 31-APRIL 6, National Boys' Club Week for 1952.

APRIL 13-19, American Camp Week, sponsored by ACA.

APRIL 16-19, American Camping Association National Convention, Hotel Conrad Hilton (formerly the Stevens), Chicago.

## Japan Camping President Visits ACA in Chicago

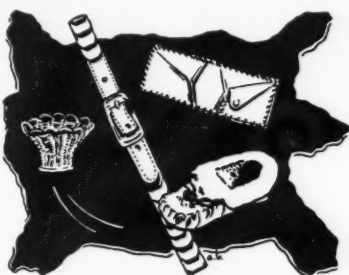
Mr. Yoshihiko Kurimoto, president of the Japanese Camping Assn., was recently made an honorary member of ACA. His visit here, sponsored by the Federal Government, is to acquaint him with democratic methods in the field of recreation.

Mr. Kurimoto said that camping in Japan is pursued the entire year, though the greater number camp from June to October. There are approximately 70 camps in Japan with 2,500 members of their camping association.

## Chicago Referral Bureau Requests Information

The Camp Counselor Referral Bureau of the Chicago Section, now gathering material on how to conduct counselor referrals, asks the cooperation of all sections doing this kind of work. They wish to know the types of records kept, the forms used for application and other pertinent data. This information will be used for reference and exhibition purposes. Address all communications to the Camp Counselor Referral Bureau, c/o Mandel Bros., 1 North State St., Chicago.

Camping Magazine, January, 1952



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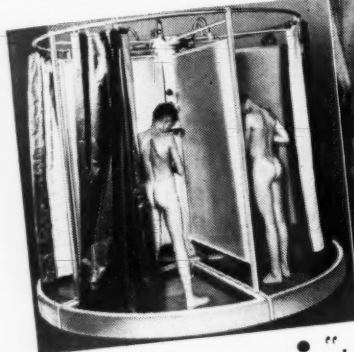
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C1

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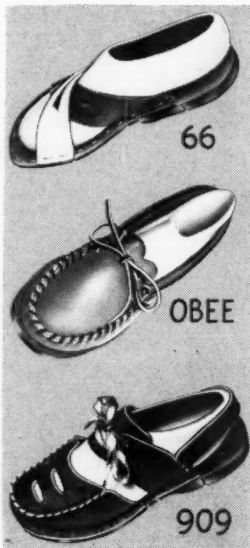
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### Dr. Vinal Retires

Dr. William G. Vinal, author of numerous texts on nature education and professor of recreational leadership at the University of Massachusetts, retired November 30. Dr. Vinal has been very active in several organizations in the recreational field, including ACA, the Rhode Island Field Naturalist's Club, the Cleveland Bird Club and the American Nature Study Society. He has been a member of the board of trustees of the Boy Scouts of America.

### Sections Report on Current Activities Region I

NEW ENGLAND SECTION held a successful Fall conference on November 10 and is now looking toward its annual convention scheduled for February 8-9.

A highlight of the November meeting was a panel session devoted to outdoor education through school camping and a luncheon address on "Camping in the Field of Education," by Dana M. Cotton, of Harvard University. In addition there were discussion groups on use of native materials in arts and crafts, integrating nature and conservation in the camp program, boating and sailing standards for camps, and a forum for counselors.

### Region II

THE CENTRAL PENNSYLVANIA Camping Association held its fall meeting on November 19, 1951 in Harrisburg, Pa., with Mrs. Ruth Wrye presiding. Prof. Fred Coombs, head of the Recreation Department at Pennsylvania State College, gave a most interesting talk on "School Camping" and showed slides of the Life Camps. Mrs. Albert P. Powell of State College gave a short review of "The Camp Program Book" by Catherine T. Hammett and Virginia Musselman.

The program chairman announced

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the program for the next three meetings as follows: January 7—"The Nurse in the Camp Program;" March—A panel discussion, "The Handicapped in Camp;" May—A meeting to be held in State College, Pa., in conjunction with the Pennsylvania Recreation Society convention.

—Margaret Powell

NEW JERSEY SECTION launched its 1951-52 program of meetings with a report on conservation by Eugene Vivian, of the New York *Herald Tribune* Fresh Air Camps. Mr. Vivian had just returned from the ACA national conservation workshop and presented a most interesting meeting.

In its December meeting, William Douglas, former president of the Section, discussed "Taking Care of What We Have." This most pertinent topic of camp maintenance was well received, and it is planned soon to publish the material in *CAMPING MAGAZINE* for the benefit of all directors.

The Section's January meeting, scheduled for the ninth, will feature a panel discussion of methods of recruiting, training and supervising staff.

NEW YORK SECTION reports plans progressing for its yearly conference

to be held February 1-2 at the Museum of Natural History in New York City. In furtherance of the Section's aim to emphasize the educational aspects of camping, the conference will be held without commercial exhibits. Since all of the conference time can therefore be devoted to subjects of pertinence and importance to camp directors and owners, it is expected the New York 1952 conference may prove one of the most helpful ever held by this group.

As one means of obtaining non-commercial revenue to carry on Section activities, New York recently ran a successful theater benefit party.

EASTERN PENNSYLVANIA SECTION is the new name of the Pennsylvania group. The Section devoted its first meeting of the new season to an examination of the topic "Camping in '51—Will It Point the Way for '52?" A considerable volume of useful information was passed on to members during the course of this "look-ahead" session which covered practically all topics related to camp operation.

EASTERN PENNSYLVANIA's schedule of events also listed a meeting of its Day Camp Division on December 27; a camping session on April 24, during

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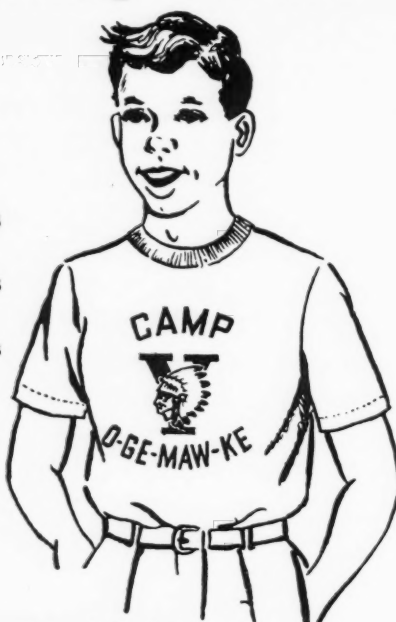
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annual Schoolmen's Week; and an in-camp institute for counselor training on May 3-4.

### Region III

WESTERN PENNSYLVANIA is the new name of the Allegheny Section. Both this Section and the former Pennsylvania Section have changed their names in the light of recent formation of the Pennsylvania Camping Federation, which brings together in a working arrangement the three sections in Pennsylvania.

Hugh Ransom, who has been secretary of the Allegheny Section, has been named Federation president. Mr. Ransom reports that among recent Federation activities are: Meeting with state officials for discussion of availability of surplus foods, registration of camps in the state, a state-wide camping directory, and state employment service for camp personnel. The Federation is also making a survey of camping courses in Pennsylvania colleges and universities. An ultimate objective of the new Federation, Mr. Ransom reports, is to develop into a single section of ACA, with the present part-state Sections becoming districts of the all-state Section.

LAKE ERIE SECTION held its fourth annual camp counselors' training conference on December 27 in Cleveland. A total of 300 college boys and girls were in attendance. The conference, which included several top-ranking speakers as well as a luncheon, cost the prospective counselors only \$2.50 each.

Among speakers scheduled for the event were Elmer F. Ott, national ACA president; Herbert Sweet, national vice-president of ACA; "Captain Bill" Vinal, long a nationally known recreation and nature leader; and many others.

Some of the participants stayed not only for the day session but for a special overnight in-camp session with Captain Bill, on the subject of practical methods in outdoor living.

### Region IV

The GULF COAST SECTION held a fall conference at Camp Kittiwake, Pass Christian, Miss., on October 13-14, 1951. Topics discussed included development of more camping opportunities in the area, how to make better use of natural resources in a camp's own locality, and ways of improving staff training.

Plans for a spring conference in

March were also discussed, and the place set tentatively as Mobile, Ala.

## Region V

CHICAGO SECTION held a day-camp conference on November 28, 1951; the meeting centered around the proposed new standards for day-camp operation.

On November 10, and again on December 8, there were regular meetings of the Section. The first of these presented Dr. Martin Loeb, discussing "The Role of Camping in Meeting the Needs of Children Today." Speaker at the second was Ray Bassett, general chairman of the recent ACA Conservation Workshop. His topic was "Conservation and the Future of Camping."

Forty members of MICHIGAN SECTION attended the Nature Clinic held at Camp Mahn-Go-Ta-See in June under the joint sponsorship of the Michigan Audubon Society and the Section. Top-flight nature experts taught the courses. It will be an annual affair.

An attractive new bulletin is issued monthly under the title of "The Woodpile." Art Lusty and Katherine Wiles are editors. Sections are invited to exchange bulletins by writing Mr. Lusty at 51. W. Warren, Detroit 1.

We believe the growth of School Camping in Michigan leads the nation. Over 60 schools conducted school camping this past year. Write to Dr. Lee M. Thurston, Supt. of Public Instruction, Lansing, Mich. for free copies of "Community School Camping" and the companion booklet, "Community School Camps, A Guide for Development."

Michigan held its first two fall meetings on October 27 and December 8. Topic of the first: "How Democratic Were We This Summer?" and of the second: "What About Public Relations and Staff Salaries for 1952?"

WISCONSIN SECTION held its first fall meeting October 5-7 at the Trees for Tomorrow Camp. At this time, a January meeting was planned; this will be an in-town meeting. A third meeting for the 1951-52 season will be the Section's annual in-camp Institute, in May.

## Region VII

In the ARIZONA SECTION, Miss Elsie Hampton of Jackson School, Phoenix, has replaced Louise Bishop as second vice president. Louise has accepted a position with the Camp Fire Girls in

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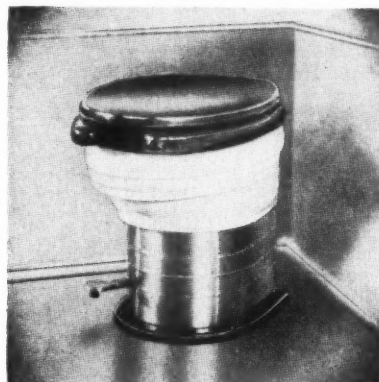
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Berkeley, Calif. Other officers for the year 1951-52 are Martin Mortensen, Tempe, president; Pierre Kenyon, Phoenix, first vice-president; Mrs. Cora McDonald, Phoenix, secretary; John Kitchell, Phoenix, treasurer.

A spirited discussion on outdoor education and school camping took place at the November ARIZONA SECTION meeting at Bud Brown's Barn, Phoenix, with over 50 camping leaders and educators in attendance.

Much has been happening in SOUTHERN CALIFORNIA and one of the most important things is the State Licensing Program for all camps in California, which was started the summer of 1951. The state expects to complete the licensing program and visitation of all camps by 1953. We are very fortunate that our camping associations were organized to the point where we were called upon to assist the state in setting up this licensing program.

Our fall meeting of the SOUTHERN CALIFORNIA CAMPING ASSOCIATION was a huge success, and we initiated the new Hollywoodland Girls Camp owned and operated by Los Angeles City Department of Parks and Recreation. This camp is a \$400,000.00 project and is the last word in modern camp facilities. The highlight of the evening was our guest speaker, Miss Catherine T. Hammett.

The first statewide convention of the Private Camp Directors Association of Northern and Southern California was held December 7-9 at the University of California, Polytechnic, at San Luis Obispo. The conference was very successful and well attended. Much was accomplished in the interest of private camping.

—J. Grant Gerson,  
Publications Committee.



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## Slidefilms for Sports Instruction

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Often, it is not possible for a camp to offer the proper kind of instruction in every sport by providing a fully qualified teacher for each. Even good instructors sometimes find themselves unfamiliar with coaching methods required to teach some sports which might be included in the camp's program. One solution offered to this problem is use of sports instruction aids developed to alleviate just such an instructor shortage and distributed by The Athletic Institute (a non-profit organization which promotes athletics and recreation).

These teaching aids are a series of sound and color 35mm slidefilms, called the Beginning Sports Series. They include a guide for counselors and, most important, small handbooks for campers' own personal use. At the present time, The Athletic Institute's Beginning Sports Series includes complete instruction kits on archery, baseball, basketball, badminton, tennis, golf, tumbling and volleyball — all well suited for camp activity.

The slidefilms, instructor's guides, and student handbooks form an integrated, effective approach to sports instruction through the media of audio-visual training and self-study. Produced under the technical direction of famous sports teachers, this material is designed to teach the student quickly and effectively. With it, the average instructor can do a more-than-competent job in developing sport skills in campers. So detailed is the information offered, that even a person unfamiliar with methods of teaching sports can use the kits successfully.

Essentially, a slidefilm kit is made up of from three to seven different slidefilms, depending upon the number of playing skills involved in the particular sport. The 35mm slidefilms are accompanied by transcribed records (33-1/3 rpm) which deliver the narration. Of course, if desired the narration can be given by the instructor, using the Instructor's Guide for this purpose.

Each slidefilm first presents a history of the sport to create interest, and then gives a comprehensive summary of how the game is played, its rules, equipment needed, etc. Once the student has been familiarized with the aim and idea of the sport, the instruction on actual playing skills begins.

Here all the skills, body position, and movements are broken down, analyzed, then put back together, step-by-step. Each skill is explained in detail, and presented simply and clearly. It is actually a unique, scientific approach to athletic instruction. The slidefilms allow the moderator to set the learning pace to suit the age and ability of the children.

The Student Handbooks are a picture-for-picture and word-for-word reproduction of the slidefilms. They were made to be used and studied by the student. Inexpensive and easy-to-carry, these booklets are an excellent teaching device, for it is possible for the student to learn a great deal about playing the sport from them alone, without any instruction.

Most important, all these materials are distributed *at cost* by The Athletic Institute. Hence, it is possible to establish a complete sports teaching library at very low cost. The slidefilms, from about 100 to 310 frames in length, run from about \$27.00 to \$55.00. The student handbooks which can be bought separately from the slidefilms cost 30c when ordered in any normal quantity. They can either be distributed free to potential campers, or can be sold at a nominal price. A free catalog can be obtained by writing The Athletic Institute, 209 S. State St., Chicago 4, Ill.

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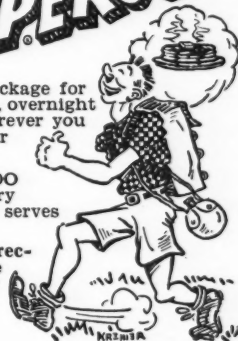
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# A Helpful Solution to a Common Riding Problem

By DOROTHY G. BALDWIN

PERHAPS OTHER CAMPS have suffered in their horseback riding programs, as ours has, from the confusion over fundamental theories and the consequent diversity of teaching methods employed by different riding instructors. Well qualified, experienced and mature teachers of riding in summer camps are hard enough to find, but to find two who agree on their theories is almost impossible.

We have had the sad experience, as probably many other camp directors have, of counselors disagreeing on basic fundamentals. One would prefer the long stirrup, one the short; one believed in the forward seat, one the English hunting position. Like all camps, we have a large number of campers who return year after year. It is extremely confusing to a rider to be told that everything learned the previous year was wrong, even though it may have won a blue ribbon.

Something might be said in behalf

of the poor horse too, who must also have a point of view. The horse, like the camper, goes on year after year. Last summer he was accustomed to carrying his passenger far forward near his withers; now the cargo is shifted.

Several years ago the Committee on Riding of the National Section on Women's Athletics decided that something could and should be done to correct this situation. With the aid of several outstanding authorities, the Committee on Riding formulated standards for basic riding; i.e., the fundamentals which every rider and horse should know before specializing in such riding games as hunting, field riding, exhibiting, etc.

In addition to formulating these standards, the Committee on Riding conducts instruction and rating centers where riders may present themselves for tests to measure their ability against the standards in basic riding. Ten such rating centers have been held to date with men and women from all sections of the country meeting to-

gether for six-day sessions of instruction and rating trials. It is the ambition of the Committee on Riding and the riders who receive ratings, to see more uniformity and higher qualifications among riders and horses.

Our camp does not particularly emphasize riding, since it is an optional activity with our campers, but approximately 60% of them choose to ride. The number is increasing each year and is indicative of the rapidly increasing interest in riding. Since we consider horseback riding our most hazardous activity, for safety's sake alone, it has seemed especially important to us to make certain that our riding counselor be the best trained and most reliable member of our staff. For the past four summers at least one, and whenever possible both, instructors have NSWA rating. The improvement in our rider's skill has been gratifying. The campers feel that their efforts at improvement are worthwhile when the program is consistent and progressive from year to year.

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tion \$56.00. Order direct.*

*Reviewed by Mary G. Galloway.*

This 14 volume set is bound in attractive, bright, washable leather and contains a wealth of reading pleasure. Angelo Patri, well known authority on child guidance, in his introduction points out that "Good reading is as essential to the nourishment of a child's character as good food is necessary for the development of his body."

The first two volumes are devoted to poetry and include all the old favorites such as Robert Louis Stevenson, Christina Rossetti, Wordsworth, Tennyson and Eugene Field, as well as the contemporary A. A. Milne, Edna St. Vincent Millay, Rachel Field, Carl Sandburg, and a host of others. It is a delightful and comprehensive collection, beautifully illustrated by almost as many artists as there are authors.

The book on creative play and hobbies offers many helpful suggestions on games, crafts, rainy-day fun, planning of parties, play-acting and making of toys and playthings. Another volume is on Great Men and Famous Deeds, which offers good source material for dramatizations as well as fascinating reading.

In the three books which are written for parents to study, camp directors and counselors will find chapters by such well known authorities on children as William Blatz, Fritz Redl, and Mary M. Reed. The titles of the books are: "The Growing Child," "Guidance for Development" and "Ways of Learning."

The book on Art and Music has short biographical sketches of many artists, including the great masters in both fields. It also contains reproductions of some famous paintings and short explanation of musical instruments. The final volume in the set

uses the modern method of teaching by pictures and a small amount of text. Here is a whole world of interesting and fascinating facts for the young explorer in the world of Science and Industry.

Ernest G. Osborne of Columbia University, Chairman of the Childcraft Editorial Advisory Board, says at the beginning of these volumes, "Nothing can be more satisfying than to see boys and girls grow and develop and to know that one has played an important part in making that growth and development the sort that will bring happiness."

The publishers of Childcraft have done an excellent job both as to material and presentation. The set offers camp directors and counselors a never-failing source of ideas and to campers who frequent the library the books offer a wide choice of stimulating reading.

### Indiancraft

*By W. Ben Hunt*

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*Reviewed by F. Edgar Hubbard, As-  
sociate Professor of Physics and  
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College.*

This is a reprint of a favorite of many students of Indian lore and crafts. Ben Hunt, a master craftsman and teacher, describes in this book over 40 craft items of Indian origin. In addition to the more common ones are many interesting and unusual ones, authenticated by careful research.

Directions are straight-forward, clear and concise. Accompanied as they are by the author's own sketches, they give both details of construction and the effect of the finished article. Of great interest are the many added hints and suggestions which stimulate further development and experimentation on the various projects.

The book is sufficiently elementary to be placed in the hands of the beginner, yet holds a real challenge to the one who feels himself somewhat of an authority on the subject.

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## AFTER TAPS

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## "FASTER, FASTER!"

By MARY L. NORTHWAY

NOW, NOW," cried the Queen, "*Faster, Faster!*"

You may remember that after Alice had run as fast as she could she found herself under the same tree she had started from. "In our country," said Alice, "you'd generally get to somewhere else, if you ran very fast for a long time."

"A slow sort of country," said the Queen. "Now here it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run twice as fast as that."

We seem to have become used to living in the "Looking Glass" country ourselves. We not only go faster and faster, but we feel there is some moral virtue in so doing. We boast that we have driven 3,200 miles in six days, but say little of what we saw on the way. We are proud of attending ten committee meetings in a week, but hate to admit we enjoyed any of them. We exult in the fact that we obtained our Ph.D. or became assistant manager at an earlier age than any other candidate. Conversely, we feel slightly apologetic to admit that we spent an evening sitting at home, and if we do find time to "stand and stare" we assume that it is a sin to waste time, but not to waste energy. Like the busy bee we feel we must improve each shining hour, forgetting that the bee is more conscious of the sunshine and the nectar than of his efforts at self or social improvement. Our race to "get on," to come first, to get ahead, usually takes us back to the same tree, having achieved only breathlessness, fatigue, ulcers or a neurosis on the way, and having no time whatever to enjoy the view. However, the *Faster-Faster* principle is deeply embedded in our cultural pattern, and if we adults choose to ride on a continuously accelerating merry-go-round, it is our business. We obtain the illusion of progress; if we are fast enough we may even catch the "ring" in which case we

can travel onward again, until finally we become at best bored, and at worst dizzy. But when we put our children on the merry-go-round we all too often drive them to nothing but distraction. When we force them to run *Faster-Faster* they become anxious, fatigued and a little crabby. They would rather have spent the time playing by the tree which was pleasant itself in the first place.

Parents hurry children and judge their worth according to law of conservation of time and expenditure of energy. The child who can read at five years is deemed better than the child who reads at six, even though they both read only the comics. The child who has made many friends is better than the child who has made a few. The child who violates the folkways of "getting on with the job" by dawdling is considered to present a problem so serious that it requires special consideration at parent education meetings. To help them conform to the *Faster-Faster* principle we arrange each hour we can with worthwhile activities, music lessons, dancing classes, training in sports, art classes, extra reading and supervised play.

But parents are no more inculcated with the hurry-up approach than psychologists. For years these scientists have been conducting experiments on learning both with children and animals. In these they have assumed, unquestionably, that learning can be evaluated in terms of its speed. Rats who are slow in learning to find the cheese, or children who take a long time in learning vulgar fractions, are said to be stupid. No one even suspects that they may simply have been wise enough to know that both cheeses and fractions would wait and that there were many more interesting things to do and to see *en route* to these laudable goals.

It is too much to suggest that we all stop running and sit under the tree where we are: such an atomic idea would disrupt our cultural pattern more drastically than an invasion. We will

continue to hurry and our children will hurry to keep up with us, and then we will hurry to keep up with our children. But without being considered insurgents could we hesitantly advocate a Freedom-from-Hurry plan to be effective only for playtime and holidays? Could play become play again instead of "organized recreation?" Could camps provide periods for dabbling and dawdling, instead of days filled with instructional periods and interest groups? Could we abolish badges for achievement and bestow them for enjoyment? Could we proclaim one day a year on which every one did exactly as he liked, and even the clocks ceased to run? Could we give our children, if not ourselves, the privilege of believing that it is the process not the product that is important, the journeying as much as the destination that has significance? Could we help them to discover that they learn to live, not live to learn? Can't the curriculum of living provide its real recesses?

Such thoughts are not mere facetious wanderings of the imagination. We seriously feel that the tremendous pressures placed on the child of today to "get on," to "make good," to "do well," to "maintain and surpass standards," place heavy strains on his sound healthy development. The child learns, all too easily, to conform as we encourage him to run *Faster-Faster*. In doing so he often misses the beauty of the world around him, and in the end he may discover the prizes of the race are only baubles; or the strain on his psychological muscles may be too great and so he becomes a deformed or broken creature.

Perhaps we cannot teach ourselves, but we might teach our children that the worst waste of time is never to waste time, and that incessant running takes you back to the same tree—the only difference being that you are now both hot and thirsty.

*Reprinted from the Bulletin of the Institute of Child Study, University of Toronto.*